National Park Service

Gullah/Geechee Special Resource Study

Analysis of Transcripts

Final Report

By

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Executive Summary

This report details the work to date of the content analysis of the text of public comments regarding the National Parks Service (NPS) - Gullah/Geechee Special Resource Study (SRS). Transcripts of speakers remarks tape-recorded at seven community meetings were analyzed:

- Charleston, SC on 5 May
- Georgetown, SC on 16 May
- St. Helena Island, SC on 1 June
- Jacksonville, FL on 6 June
- St. Simons Island, GA on 8 June
- Savannah, GA on 13 June
- Little River, SC on 28 August

Other data collected and subsequently analyzed as a result of these meetings was composed of speaker demographics and their organizational affiliation and letters, e-mail messages, and comment forms filled out at the community meetings.

A twenty percent sample of pages from a subset of the transcripts was used to develop a preliminary list of Keywords, Topics and Themes (referred to subsequently as simply Keywords). Five students from the College of Charleston agreed to serve as coders for the study. Using a ten percent sample of pages from the transcripts and the preliminary list of Keywords the students identified and coded additional Keywords and a revised list of keywords was developed for the final coding of the full transcripts.

For the final coding each student coded two randomly assigned transcripts. They not only coded Keywords but also tabulated data from the transcripts concerning specific locations mentioned, church practices mentioned, and specific locations mentioned by the speakers.

All of these data were coded and entered into a computer for the detailed tabulations, cross-tabulations, and statistical analyses.

The most notable results follow.

- One hundred and twenty speakers spoke at the local meetings or corresponded by e-mail, letter, or comment form.
- Seventy-six percent of the speakers were black; 24% were white; 61% were private citizens; 9% were representatives of "Gullah/Geechee" entities. Forty-three percent were black females; 33% were black males; 16.5% were white females; 7.8% were white males.
- Eleven speakers attended and spoke at two or more meetings. One speaker attended and spoke at all seven meetings; another attended and spoke at five meetings.
- Church practices mentioned included Water Baptisms (River), Spirituals, Faith Celebrations, Praise Meetings, Prayer, Funerals, Old Songs (hymns), Ring Shouts, and Palm Sunday.

- Fourteen specific churches were mentioned.
- Over 200 specific places were mentioned.
- The top 10 Keywords, Topics and Themes were

Overall Keyword Rankings - Top 10

KEYWORDS	FREQ	RANK
Individual/Family History	114	1
Rice/Indigo/Gullah Culture/History	66	2
Educational	64	3
Cultural Preservation	63	4
Cultural Pride	50	5
Area History	48	6
Youth Involvement in Educational Process	44	7
Community Involvement	40	8
Sites	37	9
Gullah Language	34	10

- There were no significant differences in Keyword rankings by meeting location.
- There were no significant differences in Keyword rankings by speaker's organizational group.
- There were no significant differences in Keyword rankings by speaker's gender.
- There were no significant differences in Keyword rankings by speaker's race.
- One hundred twenty (120) Speakers at the seven locations mentioned one hundred twenty four (124) different Keywords, Topics, and Themes.

There were many indications of the importance of this project to the community:

- The community turnout at the seven meetings.
- The thoughtful comments of the speakers and discussions that ensued.
- The communities desire and willingness to help with future planning and implementation of the identified goals and objectives.
- The student coders' willingness to participate in this endeavor and their hard work and desire "to get it right".
- The student coders' hope that they may help with future work as it relates to the Gullah Culture.

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First I would like to thank Dr. Marvin Dulaney for including me in this important and most interesting research project.

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I cannot adequately thank the five College of Charleston students that Dr. Dulaney recruited to do the trial run and final coding sessions. They were Ms. Quantasha Clark, Mr. Jason Ellerbee, Ms. Tametria Gadson, Ms. Monique Palmer, and Ms. Latoya Hannah. Their diligence, hard work and obvious commitment to the project was most evident.

Lastly, I wish to thank all of the NPS staff for their patience and understanding while waiting for these results.

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Introduction

This report details the work to date of the content analysis of the text of public comments regarding the Gullah/Geechee Special Resource Study (SRS). Two sets of data were analyzed. One was the transcripts of remarks tape-recorded at five community meetings:

- Charleston, SC on 5 May
- Georgetown, SC on 16 May
- St. Helena Island, SC on 1 June
- Jacksonville, FL on 6 June
- Savannah, GA on 13 June

The other set of data was composed of letters, e-mail messages, and comment forms from the above meetings.

It should be noted that two other meetings were held:

- St. Simons Island, GA on 8 June
- Little River, SC on 28 August

These two other meeting's transcripts were not included in the Draft Report's analyses because of problems with the quality of the tape recordings and transcripts. Subsequently, The problems were rectified and new transcripts were produced. These two meetings were added to the set of data, thus providing seven public meetings. We will refer to the two groups of analyses and transcripts as 1. Final Run on the first 5 meetings enumerated above, 2. Follow-up analyses for St. Simons and Little River, and 3. Overall analyses.

Methodology

Early in this work, it became apparent that there were numerous errors in the transcripts of the tape recordings. The problem tape recordings were listened to and the transcripts were edited. In some cases extensive changes to the original transcripts were necessary. These edited transcripts were used for all of the remaining work. The following details the work tasks accomplished to date.

1. Twenty percent sample run

For each of the initial five transcripts (excluding St. Simons and Little River) a 20% sample of pages was conducted (excluding NPS personnel) and data-tabulation forms were created to code/tabulate a list of recurring keywords, topics and themes appearing in the sample pages. (See Appendix A. for the data-tabulation forms.) Coding and tabulation was done by meeting location (source) and placed into four general areas:

- A. Gullah Language and Culture Related/Mentioned
- B. Current Issues Concerning Gullah People and their Culture
- C. Objectives for Preservation Efforts for Gullah Language and Culture
- D. Aspirations and Preferences for NPS Involvement in Gullah Language and Culture Preservation and Interpretation

The following page provides the results of the tabulations of the 20% sample of pages.

2. Ten percent trial run

Five coders were recruited to conduct a trial run of tabulating frequencies of listed keywords, topics, and themes. The trial run was conducted on a sample of 10% by pages of the texts of the five initial transcripts. This simple random sample of pages did not include pages from the other sample of pages or of pages by NPS speakers. The 10% trial run was held on 12/16/2000. Appendix B contains the agenda for the session; Appendix C contains the data collection forms used in this session. The page numbers used in the tabulations and the assignment of transcripts to coders is portrayed in the following two tables.

10% Sample – Transcript Page Numbers

Transcript	Min Page	Max Page	# Pages	Sample Size	Page #'s
1. CHA	27	95	69	7	47,63,68,73,76,82,92
2. GEO	43	115	73	7	47,52,57,66,76,103,105
3. STH	22	81	60	6	24,35,49,61,76,80
4. JAC	21	52	32	3	29,31,34
5. SAV	19	65	47	5	19,21,26,43,61

Each Coder worked on 3 transcripts as given in the following table

Coder	Transcripts		
A	1	2	3
В	2	3	4
С	3	4	5
D	4	5	1
Е	5	1	2

3. Revised keywords list

Using the tabulations and added keywords from the 10% trial run, a revised keyword list was compiled. This new revised list was used to map coder tabulations into a common indexnumbering system for input into the computer. The new revised list of keywords (See next page.) was used for the final run on coding and tabulating the full transcripts from the five initial transcripts.

4. Agreement among coders – 10% trial run

Analysis of coder agreement proceeded as follows. Recall that each coder tabulated three transcripts, i.e., a 10% sample of pages from three of the transcripts. If one aggregates the tabulation data appropriately and counts the number of occurrences of each of the keywords, then a crude measure of agreement emerges. (Note that duplicate keywords on a page were removed before aggregation.) Consider, for example, keyword # 6 (Global History). If in the aggregate file, keyword # 6 had a frequency of 3 for a particular transcript and page number, then all three coders "agreed" or "matched". If however it had a frequency of 2, then only two of the three coders "agreed". If keyword # 6 had a frequency of 1, then none of the three coders "agreed". We used this approach of aggregating over coder and then counting (across all levels of pages, keywords, and meeting locations) the number of "3s", "2s", and "1s".

Number of Matches

	Frequency	Percent
1	174	73.7
2	42	17.8
3	20	8.5
Total	236	100.0

In only 8.5% of the cases was there full agreement of all three coders; in only 18% of the cases was there partial agreement between two of the coders; In 74% of the cases there was no agreement. This is very poor agreement by any standard.

In working with these data several things became apparent:

- Some coders were more reluctant to add new keywords to the list than other coders.
- Coders differed in their interpretations of "mentioned", "Issues", "Objectives", and "aspirations" classifications. For example, one coder might code a text string as "cultural preservation" and place it in the "Issues" category; while another coder might code it as "preserve culture" and put it in the "Objectives" category".
- Attempts to regroup and recode items in the lists did not improve agreement.
- Could not pick out "poor" coders.

It was decided to continue anyway and before the final run to discuss the above points with the coders in hope of improving agreement.

5. Final coding of all transcripts

The final coding session for the initial five meetings using full transcripts (except NPS speaker pages) and using the same five coders was held on 12/30/2000. Here the emphasis was on "speaker" and not on "page #". Appendix D contains the revised keyword list and data

collection/tabulation forms. It also contains a tabulation form for capturing locations mentioned, specific churches and church practices.

Each coder coded two full transcripts that they did not work on in the 10% trial run. The following table portrays the transcript assignment by coder.

Coder Final Transcripts Saturday, Dec. 30, 2000

Coder	Name	Transcripts		
A	Tametria Gadson	Jacksonville (21-52)	Savannah (19-65)	
В	Quantasha Clark	Savannah (19-65)	Charleston (27-95)	
С	Latoya Hannah	Charleston (27-95)	Georgetown (43-115)	
D	Jason Ellerbee	Georgetown (43-115)	St. Helena (22-81)	
Е	Monique Palmer	St. Helena (22-81)	Jacksonville (21-52)	

Note: Page numbers are in parentheses.

After eight hours, the five coders each finished their two assigned transcripts. The session was concluded and I chose to complete the tabulations for the e-mails, letters, and comment forms.

As one can see from the data collection forms, keywords were coded by speaker (or author of correspondence). Each keyword was coded only once for a speaker (for a particular transcript).

Follow-up coding of the St. Simons transcripts used the final keyword list generated from the above coding session (See pages 14 and 15). Two of the original coders (Palmer and Clark) agreed to code both of the St. Simons and Little River transcripts. This coding session was held on 7/28/2001. They used as much as was possible the same methodology as they did in the Final Run on the initial five transcripts. It took them six hours to complete the coding session.

Coder Follow-Up Transcripts Saturday, July 28, 2001

Coder	Name	Transcripts	
В	Quantasha Clark	St. Simons (12-31)	Little River (9-56)
Е	Monique Palmer	Little River (9-56)	St. Simons (12-31)

Note: Page numbers are in parentheses.

A list of speakers by meeting location that includes their name, affiliation, ethnicity, and gender can be found in the appendices. Appendix E has this information organized by location.

These data on speakers was converted to electronic format and a speaker database was constructed which could be linked to the keyword database. A complete listing of all speakers over all locations is given in Appendix F. (Note that speakers numbered 89 through 100, and 119 - 120 were correspondents via e-mails, letters, and comment forms. Five speakers also corresponded via e-mail, letter, and comment form.)

Using the results of the final tabulation and follow-up tabulation a final keyword list was compiled and is given on the following pages. This list was used to recode and map keyword indexes for the coder's data. These data was used to create a keyword database.

It should be noted that no new keywords were added to the keyword list during the follow-up coding session. The coders only added modifiers to two of the keywords and did not change the overall meaning of the concept.

Final List of Gullah/Geechee Keywords, Topics and Themes

A. Gullah Language and Culture Related/Mentioned

- 1. Funeral Customs
- 2. Individual/Family History
- 3. Area History
- 4. Regional History
- 5. National History
- 6. Global History
- 7. Rice/Indigo/Gullah Culture/History
- 8. Religious Tradition
- 9. Cultural Biases
- 10. Land Retention
- 11. Traditional Arts (e.g., Sweetgrass Baskets)
- 12. Freedman's Bureau
- 13. Gullah Storytelling (Griot)
- 14. Gullah Spoken at Meeting
- 15. Gullah Language
- 16. Offended/Remarked about NPS Request to not Speak Gullah
- 17. Misconceptions of Historical Data
- 18. Food-Related Traditions
- 19. Sites
- 20. Churches
- 21. Medicine
- 22. African Connection
- 23. Ignorance of Gullah/Geechee Culture/Language
- 24. Slave Trade
- 25. Misconceptions of Culture that Leads to Self-Destruction and Low Self-Esteem
- 26. Gullah Influence Through Out History
- 27. Middleton Place History
- 28. Underground RR
- 29. Old African American Songs
- 30. Ferry Rides

B. Current Issues Concerning Gullah People and their Culture

- 31. Educational
- 32. Unknown Local History
- 33. Historical Records and Documents
- 34. Language Preservation
- 35. Area Preservation
- 36. Environmental Preservation
- 37. Economic Preservation
- 38. Cultural Preservation
- 39. Architectural Preservation
- 40. Cultural Change Preservation
- 41. Traditional Arts Preservation
- 42. Cemetery/Graveyard Upkeep
- 43. Cemetery/Graveyard Accessibility
- 44. Accessibility to Historic Gullah Areas and Sites
- 45. Socio-Economic Impact of People Living in the Culture
- 46. Limited Access to Historic Sites

- 47. Make a Profit Off Our Culture and History
- 48. Cultural Pride
- 49. Oral History
- 50. Research Familial Gullah History
- 51. Personal Biases (Internal)
- 52. Building Trust
- 53. Dialect Preservation
- 54. Accurate Map Recognition of Gullah Areas
- 55. Question of Exactly What the Gullah Culture is.
- 56. Importance of Ancestors Contributions
- 57. Economics
- 58. Inaccuracies
- 59. Congress Assist in Land Retention
- 60. Gullah/Geechee Used Interchangeably
- 61. Self Identity
- 62. Lack of Appreciation for Culture and History
- **63.** Government Funding
- 64. Basket Making Materials Availability

C. Objectives for Preservation Efforts for Gullah Language and Culture

- 65. Community Involvement
- 66. Community Empowerment (\$)
- 67. Youth Involvement in Educational Process
- 68. Educate Congress about Historical Importance
- 69. Local Initiatives
- 70. Reeducate within Community
- 71. Strengthen and Enrich Cultural Pride
- 72. Preserve Culture
- 73. Strengthen Economics
- 74. World Heritage Site Designation
- 75. Recognize Gullah Culture Beyond Geographical Boundaries
- 76. Make Cemeteries Accessible
- 77. Acknowledge Elders
- 78. Gullah Curriculum in Schools
- 79. Locals Make Book Materials More Accurate
- 80. Congress Should Provide Funds for Research and Recording of Life and History of African Americans
- 81. Organization of Information Acquisition and purveyance
- 82. Identify Series of Alternatives to Report to Congress
- 83. After-Tax Incentives for Furnishing Private Records for Public Use
- 84. Acknowledgement of Gullah as an American Language
- 85. Index the Freedman's Bureau
- 86. Address Intimidation of Basket Makers by Developers on HWY 17
- 87. Recognize Contributions of Gullah People to SC

D. Aspirations and Preferences for NPS Involvement in Gullah Language and Culture Preservation and Interpretation

- 88. State Parks Involvement
- 89. Charles Towne Landing Wants to be Involved
- 90. Create Web Site and Chat Room
- 91. Publish WPA Story Narratives
- 92. Adequate Funding Sources Beyond Special Resource Study (SRS)
- 93. Include Cape fear, NC in SRS
- 94. Local Governments Want Federal Monies for Implementation
- 95. Correct Current Inaccuracies
- 96. SRS Should be all Inclusive Geographically
- 97. Many Bi-lingual Gullahs Could be Hired for Project
- 98. Educate Public about Black Colonial SC
- 99. Material Preservation
- 100. Preserve Areas for Basketry
- 101.Recognize and Preserve Communities but don't Limit Their Development
- 102.Monuments on Historical Sites Should be Result of Accurate Research
- 103.Involve Youth in Research
- 104. Federal Government Cooperate with Communities

- 105.Federal Government Enforce Cemetery Laws 106.Find Site Other Than a Plantation for a Cultural
 - Center
- 107. Include all Multi-faceted Aspects of Gullah Culture
- 108.Incorporate Maps
- 109. Acknowledge that the Gullah Culture is Land Based and Land is Being Destroyed
- 110. Preservation of Praise House
- 111. Send Message to Washington
- 112. What NPS Needs to Do
- 113. Tell it Like it is
- 114. Educate Public About Gullah Culture in General
- 115.Don't Limit Access to Areas that NPS Administers
- 116. Outside Agencies Want to Help
- 117. Town Y becoming a national park Site
- 118.States and Towns Involvement in Preservation of Resources
- 119. Question of Where the Process is Going Afterwards
- 120. Extensions of Black Businesses in Georgetown
- 121. Develop Interpretive Centers
- 122. Create Crafts Center or Cooperative
- 123. Develop Heritage Trails and Cultural Tourism
- 124. Have Total Involvement of All Agencies at All Level

6. Agreement among coders – final and follow-up run

Results of coding for each speaker were aggregated to ascertain the extent of agreement among the coders as we did for the above 10% sample run with the following exceptions: here the emphasis was on speaker and not page number; Each coder coded only two transcripts.

If two coders working on the same transcript and the same speaker, both coded the same keyword, then that keyword would have a frequency of "2" and thus indicating full agreement for that keyword. If either coder failed to code the same keyword, then it would have a frequency of "1" and thus indicate no agreement. Tabulating the "2s" and "1s" resulted in the following table.

Final Agreement

	Frequency	Percent
1	824	80.7
2	197	19.3
Total	1021	100.0

Only 19% of the keywords "matched" and 81% did not. This again is a very poor level of agreement. The following page shows the agreement calculations by meeting location. The lowest level of agreement was found for the St. Helena transcript (12.5%); the highest found was for the Savannah transcript (28%). As before, further analyses and attempts to recode items did not significantly improve agreement. All of the points made above in the previous agreement section were also evident here but to a somewhat lesser degree.

The results of the follow-up coding session are

Follow-up Agreement

	Frequency	Percent
1	272	83.4
2	54	16.6
Total	326	16.6

Only 16.6% of the keywords "matched" and 83.4% did not.

The combined measure of agreement was 18.6% and the combined measure of non-agreement was 81.4%.

Even though the overall agreement was poor for both of the coding sessions, I believe we can still use our results. In determining relative importance and ranks, tabulations, etc., I propose using results for all coders for all transcripts, e-mails, letters, and comment forms. If we combine or collapse and thereby reduce the number of keywords we will loose "resolution" and possibly miss some important ideas. Using all tabulations from all coders still gives a relative index of importance and will allow us to conduct further analyses.

Final Agreement - SOURCE Location * Frequency Crosstabulation

			Frequ	Frequency	
			1	2	Total
SOURCE Location	1 CHS Tape	Count	294	62	356
		Expected Count	287.3	68.7	356.0
		% within SOURCE Location	82.6%	17.4%	100.0%
		% within Freq.	35.7%	31.5%	34.9%
	2 GEO Tape	Count	134	32	166
		Expected Count	134.0	32.0	166.0
		% within SOURCE Location	80.7%	19.3%	100.0%
		% within Freq.	16.3%	16.2%	16.3%
	3 STH Tape	Count	168	24	192
		Expected Count	155.0	37.0	192.0
		% within SOURCE Location	87.5%	12.5%	100.0%
		% within Freq.	20.4%	12.2%	18.8%
	4 JAC Tape	Count	66	17	83
		Expected Count	67.0	16.0	83.0
		% within SOURCE Location	79.5%	20.5%	100.0%
		% within Freq.	8.0%	8.6%	8.1%
	5 SAV Tape	Count	162	62	224
		Expected Count	180.8	43.2	224.0
		% within SOURCE Location	72.3%	27.7%	100.0%
		% within Freq.	19.7%	31.5%	21.9%
Total		Count	824	197	1021
		Expected Count	824.0	197.0	1021.0
		% within SOURCE Location	80.7%	19.3%	100.0%
		% within Freq.	100.0%	100.0%	100.0%

Follow-UP Agreement - SOURCE Location * Frequency Crosstabulation

			Frequ	iency	
			1	2	Total
SOURCE Location	6 STS Tape	Count	95	21	116
		Expected Count	96.8	19.2	116.0
		% within SOURCE Location	81.9%	18.1%	100.0%
		% within Freq.	34.9%	38.9%	35.6%
	7 LIR Tape	Count	177	33	210
		Expected Count	175.2	34.8	210.0
		% within SOURCE Location	84.3%	15.7%	100.0%
		% within Freq.	65.1%	61.1%	64.4%
Total		Count	272	54	326
		Expected Count	272.0	54.0	326.0
		% within SOURCE Location	83.4%	16.6%	100.0%
		% within Freq.	100.0%	100.0%	100.0%

The following two tables portray the keywords that had the best agreement measures among the coders for the Final and Follow-up runs.

Keyword Final Best Agreement

	KEYWORDS Topics and Themes	SUM	RANK
1	2 Individual_Family History	101.00	1.000
2	31 Educational	46.00	2.000
3	7 Rice_Indigo_Gullah Culture_History	45.00	3.500
4	48 Cultural Pride	45.00	3.500
5	38 Cultural Preservation	44.00	5.000
6	65 Community Involvement	36.00	6.000
7	67 Youth Involvement in Educational Process	35.00	7.000
8	19 Sites	33.00	8.000
9	3 Area History	32.00	9.000
10	15 Gullah Language	30.00	10.000

Keyword Follow-Up Best Agreement

	KEYWORDS Topics and Themes	SUM	RANK
1	31 Educational	17.00	1.000
2	38 Cultural Preservation	16.00	2.000
3	2 Individual_Family History	13.00	4.000
4	3 Area History	13.00	4.000
5	23 Ignorance of Gullah_Geechee Culture_Language	13.00	4.000
6	7 Rice_Indigo_Gullah Culture_History	11.00	6.000
7	34 Language Preservation	10.00	7.000
8	25 Misconceptions of Culture that Leads to Self_Destruction and	9.00	9.000
9	35 Area Preservation	9.00	9.000
10	67 Youth Involvement in Educational Process	9.00	9.000

7. Analyses

Using data from all coders and all seven sources/meetings, data were tabulated overall sources/meetings and within source/meeting. Other tabulations and analyses included ethnicity and gender of the speakers, type of keyword and organizational affiliations of the speakers.

It should be noted that when aggregating data to produce specific tabulations and cross-tabulations those speakers who spoke at more than one meeting only counted once for each of their keywords. Data was adjusted so that a speaker could have only one keyword tabulated by source by coder. That is, the speaker data was adjusted so that a single speaker did not have more weight because they spoke at more than one meeting.

Results

1. Coder biographical data

All of the transcript coders were black. Four of the coders were female and one was a male. They were all approximately the same age and apparently of the same socio-economic strata. Their biographical data presented in Appendix G.

2. Speaker tabulations

One hundred and twenty speakers spoke at the local meetings or corresponded by e-mail, letter, or comment form. Overall frequency tabulations of speaker's demographics (ethnicity and gender) and speaker affiliation (organizational group) and a race-by-gender cross-tabulation are portrayed in the tables below. Seventy-six percent of the speakers were black; 24% were white; 61% were private citizens; 9% were representatives of "Gullah/Geechee" entities. Forty-three percent were black females; 33% were black males; 16.5% were white females; 7.8% were white males.

RACE

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	1 B	87	72.5	75.7	75.7
	2 W	28	23.3	24.3	100.0
	Total	115	95.8	100.0	
Missing	System	5	4.2		
Total		120	100.0		

GENDER

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	1 F	72	60.0	60.5	60.5
	2 M	47	39.2	39.5	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

ORGGROUP Org Group

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	1 Citizen	73	60.8	60.8	8.06
	2 Government	7	5.8	5.8	66.7'
	3 Gullah/Geechee	11	9.2	9.2	75.8
	4 Non Profit	6	5.0	5.0	80.8
	5 Foundation/Trust/Council	6	5.0	5.0	85.8
	6 Society/Committee/Project	9	7.5	7.5	93.3
	7 Other	8	6.7	6.7	100.0
	Total	120	100.0	100.0	

RACE * GENDER Crosstabulation

			GEN	DER	
			1 F	2 M	Total
RACE	1 B	Count	49	38	87
		% within RACE	56.3%	43.7%	100.0%
		% within GENDER	72.1%	80.9%	75.7%
		% of Total	42.6%	33.0%	75.7%
	2 W	Count	19	9	28
		% within RACE	67.9%	32.1%	100.0%
		% within GENDER	27.9%	19.1%	24.3%
		% of Total	16.5%	7.8%	24.3%
Total		Count	68	47	115
		% within RACE	59.1%	40.9%	100.0%
		% within GENDER	100.0%	100.0%	100.0%
		% of Total	59.1%	40.9%	100.0%

The following table portrays those speakers that attended and spoke at two or more of the meetings.

Multiple Speakers by Location

Last Name	First Name	Location
Barber	Brendon	Charleston
		Georgetown
Bowen	Augustus	St. Helena
		Savannah
Drayton	David	Georgetown
		Little River
Goodwine	Marquetta	Charleston
		Georgetown
		St. Helena
		Jacksonville
		Savannah
		St. Simons
		Little River
Gunn	Pat	St. Helena
		Savannah
LaRoche	Ramona	Charleston
		Georgetown
		Little River
Manigault	Vera	Charleston
		Georgetown
		Jacksonville
		Savannah
		Little River
Rivers	Charles	Georgetown
		Savannah
Rodrigues	Andrew	Charleston
		Georgetown
		Little River
Rodrigues	Bunny	Charleston
		Little River
Ward	Sandra	Georgetown
		Little River

3. Miscellaneous tabulations

The following tables give tabulations of specific church practices, specific churches mentioned and locations mentioned.

Church Practices Mentioned

Water Baptisms (River)
Spirituals
Faith Celebrations
Praise Meetings
Prayer
Funerals
Old Songs (hymns)
Ring Shouts
Palm Sunday

Specific Churches Mentioned

Brick Churches (Savannah) St. Simons (Savannah) First Baptist Church (Savannah) 1st African Baptist Church (Savannah)

African Baptist Church (Charleston)
Wesleyan United Methodist Church (Charleston)
Olive Branch AME (Charleston)
Christ Church (Charleston)
United Methodist Church (Charleston)

Old Sheldon Church (St. Helena) First Union African Baptist Church (St. Helena) First Union African (St. Helena)

First African Baptist Church (St. Simons)

Olive Branch AME (Little River)

Locations Mentioned

4 Mile Mt D SC	Cooper Diver	Highway 41	New Orleans
4 Mile, Mt. P., SC 6 Mile, Mt. P., SC	Cooper River Cuba	Highway 41 Highway 48	New York
7 Mile	Cumberland Is.,	Hilton Head	New York City
ACE Basin	GA	Hilton Head Island	Nigeria
Amelia Island, GA	Daniel Island	"Hinterlands"	Nile River
American Beach,	Dataw	Hobcaw Barony	North Carolina
FL	Daufuskie Island	Holt Square	North Charleston,
Annapolis, MD	Drayton Hall	Honea Path, SC	SC
Atlanta, GA	Plantation	Horry County	Nova Scotia
Atlantic Beach, SC	Duke University	Horton Plantation	Ogeechee River
Atlantic Ocean	East Cooper	Houston, TX	Ohio
Avery Research	Edisto Island, SC	Hunting Island	Old School (Sav)
Center	Edward Waters	Illinois	Orangeburg, SC
Awendaw, SC	College	Indiana	Palawana
Beaufort	Ellis Island, NY	Intercoastal	Pawleys Island
Beaufort County	Fernandina, FL	Waterway	Pee Dee Region
Benedict College	Fernandina Beach	Isle of Palms	Pee Dee River
Benton Cemetery	Florida	Jacksonville, FL	Penn Center
Benton School	Fort Stewart	Jacksonville, NC	Penn School
Berry, Georgia	Fort Frederica	James Island	Phillips
Birchtown	Four Corners of	Jamestown	Plowground Road
Birmingham	Law	Jamestown, VA	Plymouth
Bismarck, ND	Frederica Road	Jasper County	Polawana
Bluffton	Freetown, W.	Johns Island, SC	Polawana Island
Boone Hall	Africa	Kiawah Island, SC	Porcher's Bluff
Plantation	French Islands	Kings Plantation	Port Royal
Boston	Fripp Island	Kinlin Institute	Queens Restaurant,
Brookgreen	Frogmore	Lady's Island	Myrtle Beach
Gardens	Plantation	Laurel Hill	Retreat Plantation
Brunswick	Gardens Corner	Laurel Road	Rhode Island
Bryan County	Geechie Institute	Cemetery	Rice Institute
Bucksport	Geneva,	Laurel Road South	River Road
Bull Island	Switzerland	Cemetery	Sandy Island
Burning Creek	Georgetown	Lazaretto Creek	Sapelo, GA
Bridge	County	Liberty County	Savannah, GA
Buxton	Georgetown, SC	Lighthouse	SC State College
Camden County	Georgia	Museum, St.	Sea Island, GA
Cape Fear	Georgia Sea Islands	Simons	Seabrook
Carrington	Germanville	Limerick Plantation	Seabrook Island,
Castle Hayne	Goat Island, SC	Little River	SC
Charleston	Goat Man Island	Los Angeles, CA	Seattle, WA
Charleston Co. Lib.	Grand Strand	Louisiana	Senegal
Charleston, SC	Guinea	Madison	Sheldon
Charlestown	Gullah/Geechie Sea	Maryland	Sheldon Township
Landing	Island Coalition	Massachusetts	Sierra Leone
Cherokee	Hague Point	Mayflower Hotel	Slave Market
Plantation	Haiti	McClellanville	South Carolina
Chicago	Hamlin, Mt. P., SC	Melrose	St. Helena
Chinquapin, NC	Hamlin Sound	Middleton Place	St. Helena's Island
Christ Church	Hammock, Sapelo,	Milwaukee	St. Mary's City,
Parish	GA	Moncks Corner	MD
Claflin University	Hampton County	Morrisville	St. Paul
Clemson University	Hanover County	Mosquito Beach	St. Petersburg
Coast of Florida	Harrington, St.	Mount Pleasant, SC	St. Simons
College of	Simons	Murrells Inlet	St. Simons
Charleston	Highway 17	Myrtle Beach, SC	Cemetery
Colleton County	Highway 17, SC	Navy Yard, Chas.,	Stono
Conway	Highway 17N	SC	Sullivan's Island

Sumter, SC UNC Surfside Beach Tennessee The "Market" Charleston, SC Thomson Estate SC Circle Walker Cemetery

Waccamaw Waccamaw River Wachetaw River Wadmalaw Island,

Wallace Plantation Washington West Africa West Indies Whitfield Square Wild Dunes Williamsburg

Williamsburg County Wilmington, NC Wisconsin Woodburn, GA York County

4. Overall rankings of keywords

Appendix H gives the overall frequency tabulations for all keywords. The following table shows the rankings of the top 30 keywords. The top 30 keywords had an overall frequency of 17 (at least 1%) or more.

Overall Keyword Rankings - Top 30

KEYWORDS	FREQ	RANK
2 Individual_Family History	114	1.000
7 Rice_Indigo_Gullah Culture_History	66	2.000
31 Educational	64	3.000
38 Cultural Preservation	63	4.000
48 Cultural Pride	50	5.000
3 Area History	48	6.000
67 Youth Involvement in Educational Process	44	7.000
65 Community Involvement	40	8.000
19 Sites	37	9.000
15 Gullah Language	34	10.000
72 Preserve Culture	33	11.000
32 Unknown Local History	32	12.000
11 Traditional Arts_Sweetgrass Baskets	30	13.000
14 Gullah Spoken at Meeting	29	14.000
70 Reeducate within Community	26	15.000
49 Oral History	25	16.000
10 Land Retention	23	17.000
5 National History	22	18.000
4 Regional History	20	20.000
43 Cemetery_Graveyard Accessibility	20	20.000
78 Gullah Curriculum in Schools	20	20.000
33 Historical Records and Documents	19	22.000
9 Cultural Biases	18	25.000
17 Misconceptions of Historical Data	18	25.000
18 Food_Related Traditions	18	25.000
56 Importance of Ancestors Contributions	18	25.000
71 Strengthen and Enrich Cultural Pride	18	25.000
39 Architectural Preservation	17	29.000
41 Traditional Arts Preservation	17	29.000
66 Community Empowerment_\$	17	29.000

5. Rankings of keywords by source (meeting location)

Appendix I portrays the cross-tabulations of keywords by source (meeting location). The following table gives the top ten rankings for each location.

Keywords By Source Rankings

			KEYWORDS Topics and	FREQ	RANK
			Themes		
SOURCE	1 CHS	1	2 Individual_Family	34	1.000
Location	Tape		History		
		2	19 Sites	21	2.000
		3	3 Area History	17	3.000
		4	32 Unknown Local	15	4.000
			History		
		5	65 Community	14	5.000
			Involvement		
		6	48 Cultural Pride	13	6.000
		7	31 Educational	12	7.000
		8	15 Gullah Language	9	8.000
		9	33 Historical	9	8.000
			Records and Documents		
		10	16 Offended_Remarked	8	9.000
			about NPS Request to		
			not Speak Gullah		
	2 GEO	1	2 Individual_Family	20	1.000
	Tape		History		
		2	7 Rice_Indigo_Gullah	19	2.000
			Culture_History		
		3	3 Area History	11	3.000
		4	15 Gullah Language	8	4.000
		5	31 Educational	8	4.000
		6	65 Community	7	5.000
			Involvement		
		7	67 Youth Involvement	7	5.000
			in Educational		
			Process		
		8	68 Educate Congress	6	6.000
			about Historical		
			Importance		
		9	14 Gullah Spoken at	5	7.000
			Meeting		
		10	5 National History	4	8.000
	3 STH	1	7 Rice_Indigo_Gullah	18	1.000
	Tape		Culture_History		
		2	2 Individual_Family	15	2.000
			History		
		3	38 Cultural	12	3.000
			Preservation		
		4	10 Land Retention	7	4.000
		5	31 Educational	7	4.000

	6	72 Preserve Culture	7	4.000
	7	73 Strengthen	7	4.000
	/	Economics	′	4.000
	8	66 Community	6	5.000
	0	Empowerment \$	0	J.000
	9	67 Youth Involvement	6	5.000
	9	in Educational	O	3.000
		Process		
	10	5 National History	5	6.000
4 JAC	1	2 Individual Family	16	1.000
Tape	1	History	10	1.000
iapc	2	48 Cultural Pride	8	2.000
	3	18 Food Related	7	3.000
	9	Traditions	,	3.000
	4	67 Youth Involvement	6	4.000
	4	in Educational	O	4.000
		Process		
	5	9 Cultural Biases	5	5.000
	6	11 Traditional	5	5.000
	O	Arts Sweetgrass	9	3.000
		Baskets		
	7	31 Educational	5	5.000
	8	14 Gullah Spoken at	4	6.000
		Meeting	<u> </u>	3.000
	9	38 Cultural	4	6.000
		Preservation	-	
	10	72 Preserve Culture	4	6.000
5 SAV	1	48 Cultural Pride	18	1.000
Tape	±	To carcarar rriac	10	1.000
140	2	38 Cultural	17	2.000
	_	Preservation		_,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	3	2 Individual_Family	16	3.000
		History		
	4	31 Educational	14	4.000
	5	19 Sites	8	5.000
	6	67 Youth Involvement	8	5.000
	-	in Educational	-	
		Process		
	7	10 Land Retention	7	6.000
	8	11 Traditional	7	6.000
		Arts Sweetgrass		-
		Baskets		
	9	15 Gullah Language	7	6.000
	10	32 Unknown Local	7	6.000
		History		
6 STS	1	3 Area History	8	1.000
Tape				-
-	2	35 Area Preservation	7	2.000
	3	38 Cultural	7	2.000
		Preservation		
	4	11 Traditional	5	3.000
		Arts Sweetgrass		-
		Baskets		
	5	10 Land Retention	4	4.000
	6	31 Educational	4	4.000
1				-

Preservation			7	34 Language	4	4.000
Ancestors Contributions 9						
Contributions 9 2 Individual_Family 3 5.000			8	56 Importance of	4	4.000
9						
History 10 22 African 3 5.000						
10			9		3	5.000
Connection 1			1.0		2	F 000
Tape			10		3	5.000
Tape 2		7 T.TD	1		13	1 000
2				31 Eddedcional	15	1.000
3		_	2	2 Individual_Family	10	2.000
Culture History 10 2.000						
4			3		10	2.000
Gullan_Geechee Culture Language 3.000						
Culture Language 3.000			4		10	2.000
5 38 Cultural 9 3.000						
Preservation 6 67 Youth Involvement 9 3.000 in Educational Process 7 25 Misconceptions of 7 4.000 Culture that Leads to Self Destruction and 8 14 Gullah Spoken at 6 5.000 Meeting 9 34 Language 6 5.000 Preservation 10 81 Organization of 6 5.000 Information Acquisition and purveyance 11 CHS 1 7 Rice_Indigo_Gullah 3 1.000 Comment Form 2 3 Area History 1 2.000 To Land Retention 1 2.000 1 2.000 A 38 Cultural Preservation 1 2.000 S 42 Cemetery_Graveyard 1 2.000 1 2.000 Comment Retering 1 2.000 1 2.000 1 2.000 1 2.000 1 2.000 1 2.000 1 2.000 1 2.000 1 2.000 2			<u> </u>		0	3 000
6			ا ع		9	3.000
in Educational Process 7			6		9	3 000
Process 7						3.000
7						
Culture that Leads to Self Destruction and 8			7		7	4.000
8						
8						
Meeting 9 34 Language 6 5.000			8		6	5.000
Preservation				Meeting		
10			9		6	5.000
Information Acquisition and purveyance 11 CHS 1 7 Rice_Indigo_Gullah 3 1.000 Comment Form 2 3 Area History 1 2.000 3 10 Land Retention 1 2.000 4 38 Cultural 1 2.000 Preservation 5 42 Cemetery_Graveyard 1 2.000 2.000 Cemetery_Graveyard 1 2.000 Cemetery_Graveyard 2.000 Cemetery_Graveyar			1.0		6	E 000
Acquisition and purveyance			10	=	6	5.000
purveyance						
11 CHS						
Comment Form Culture_History 1 2.000 3 10 Land Retention 1 2.000 4 38 Cultural Preservation 1 2.000 5 42 1 2.000 Cemetery_Graveyard 1 2.000		11 CHS	1		3	1.000
Form 2 3 Area History 1 2.000 3 10 Land Retention 1 2.000 4 38 Cultural 1 2.000 Preservation 5 42 Cemetery_Graveyard 1 2.000			-			1.000
2 3 Area History 1 2.000 3 10 Land Retention 1 2.000 4 38 Cultural Preservation 1 2.000 5 42 Cemetery_Graveyard 1 2.000						
3 10 Land Retention 1 2.000 4 38 Cultural 1 2.000 Preservation 5 42 Cemetery_Graveyard 1 2.000			2	3 Area History	1	2.000
4 38 Cultural 1 2.000 Preservation 1 2.000 5 42 1 2.000 Cemetery_Graveyard	_		3		1	2.000
5 42 1 2.000 Cemetery_Graveyard			4	38 Cultural	1	2.000
Cemetery_Graveyard						
			5		1	2.000
Upkeep						
					1	0.000
6 43 1 2.000			6		1	2.000
Cemetery_Graveyard Accessibility						
7 56 Importance of 1 2.000			7	_	1	2 000
Ancestors 2.000			'	_		∠.000
Contributions						
8 72 Preserve Culture 1 2.000			8		1	2.000
9 78 Gullah Curriculum 1 2.000						
in Schools						
10 80 Congress Should 1 2.000			10		1	2.000
Provide Funds for						
Research and						

12 CHS		1	Recording of		1
Email	10 0110	1		1	1 000
2		1		1	1.000
3 55 Question of Exactly What the Gullah Culture is 1.000		2	34 Language	1	1.000
Exactly What the Gullah Culture is 4 60 Gullah Geechee 1 1.000					
Gullah Culture is		3		1	1.000
4					
Used Interchangeably					
S		4	<u> </u>	1	1.000
Multi_faceted Aspects of Gullah Culture					
Of Gullah Culture 116 Outside Agencies 1 1.000		5		1	1.000
116 Outside Agencies 1 1.000					
Want to Help			of Gullah Culture		
7		6	116 Outside Agencies	1	1.000
Where the Process is Going Afterwards 13 CHS			Want to Help		
Going Afterwards 13 CHS 1 60 Gullah Geechee 2 1.000		7	119 Question of	1	1.000
13 CHS 1			Where the Process is		
Letter			Going Afterwards		
2 3 Area History 1 2.000	 13 CHS	1	60 Gullah Geechee	2	1.000
2 3 Area History 1 2.000	 Letter	1	Used Interchangeably	<u> </u>	
Culture History		2	3 Area History	1	2.000
Culture History		3	_	1	2.000
Meeting			Culture_History		
5		4		1	2.000
6					
Gullah_Geechee Culture Language		5			
Culture Language		6	23 Ignorance of	1	2.000
7					
Preservation			Culture_Language		
8		7		1	2.000
Assist in Land Retention/Acquisition 9			Preservation		
Retention/Acquisition 9		8	59 Feds/Congress	1	2.000
9 107 Include all 1 2.000 Multi_faceted Aspects of Gullah Culture 21 GEO 1 119 Question of 2 1.000 Comment Where the Process is Going Afterwards 2 3 Area History 1 2.000 3 5 National History 1 2.000 4 7 Rice_Indigo_Gullah 1 2.000 Culture History 5 16 Importance of 1 2.000 Ancestors Contributions 6 57 Economics 1 2.000 7 59 Feds/Congress 1 2.000 Assist in Land Retention/Acquisition 8 62 Lack of Appreciation for Culture and History 9 63 Government 1 2.000			Assist in Land		
Multi_faceted Aspects of Gullah Culture					
Of Gullah Culture 21 GEO 1		9	107 Include all	1	2.000
21 GEO			Multi_faceted Aspects		
Comment Where the Process is Going Afterwards					
Form Going Afterwards 2 3 Area History 1 2.000 3 5 National History 1 2.000 4 7 Rice_Indigo_Gullah 1 2.000 Culture_History 5 56 Importance of 1 2.000 Ancestors Contributions 1 2.000 7 59 Feds/Congress 1 2.000 Assist in Land Retention/Acquisition 8 62 Lack of 1 2.000 Appreciation for Culture and History 9 63 Government 1 2.000 Conditions 1 2.000 Culture and History 2 Culture a	21 GEO	1	119 Question of	2	1.000
2 3 Area History 1 2.000 3 5 National History 1 2.000 4 7 Rice_Indigo_Gullah 1 2.000 Culture_History 5 56 Importance of 1 2.000 Ancestors Contributions 6 57 Economics 1 2.000 7 59 Feds/Congress 1 2.000 Assist in Land Retention/Acquisition 8 62 Lack of 1 2.000 Appreciation for 9 63 Government 1	Comment				
3 5 National History 1 2.000 4 7 Rice_Indigo_Gullah 1 2.000 Culture_History 5 56 Importance of 1 2.000 Ancestors Contributions 1 2.000 7 59 Feds/Congress 1 2.000 7 59 Feds/Congress 1 2.000 8 62 Lack of 1 2.000 8 62 Lack of 1 2.000 Appreciation for Culture and History 9 63 Government 1 2.000	 Form		_		
4 7 Rice_Indigo_Gullah 1 2.000 Culture_History 5 56 Importance of 1 2.000 Ancestors Contributions 6 57 Economics 1 2.000 7 59 Feds/Congress 1 2.000 Assist in Land Retention/Acquisition 8 62 Lack of 1 2.000 Appreciation for Culture and History 9 63 Government 1 2.000			3 Area History	1	
Culture History		3	5 National History	1	2.000
5		4		1	2.000
Ancestors Contributions 6			Culture_History		
Contributions		5	56 Importance of	1	2.000
6 57 Economics 1 2.000 7 59 Feds/Congress 1 2.000 Assist in Land Retention/Acquisition 8 62 Lack of 1 2.000 Appreciation for Culture and History 9 63 Government 1 2.000			Ancestors		
7 59 Feds/Congress 1 2.000 Assist in Land Retention/Acquisition 8 62 Lack of 1 2.000 Appreciation for Culture and History 9 63 Government 1 2.000			Contributions		
Assist in Land Retention/Acquisition 8 62 Lack of 1 2.000 Appreciation for Culture and History 9 63 Government 1 2.000		6	57 Economics	=	2.000
Retention/Acquisition		7	59 Feds/Congress	1	2.000
8 62 Lack of 1 2.000 Appreciation for Culture and History 9 63 Government 1 2.000					
Appreciation for Culture and History 9 63 Government 1 2.000		<u> </u>	Retention/Acquisition		<u> </u>
Culture and History 9 63 Government 1 2.000		8	62 Lack of	1	2.000
9 63 Government 1 2.000			Appreciation for		
9 63 Government 1 2.000			Culture and History		
Funding		9	63 Government	1	2.000
1			Funding		

	1	10	77 7 -1	1	2 000
		10	77 Acknowledge Elders	1	2.000
	31 STH Comment Form	1	7 Rice_Indigo_Gullah Culture_History	2	1.000
	_	2	10 Land Retention	1	2.000
		3	11 Traditional	1	2.000
			Arts Sweetgrass		
			Baskets		
		4	31 Educational	1	2.000
		5	35 Area Preservation	1	2.000
		6	37 Economic	1	2.000
			Preservation		
		7	38 Cultural	1	2.000
			Preservation		
		8	57 Economics	1	2.000
		9	76 Make Cemeteries Accessible	1	2.000
		10	105 Federal	1	2.000
			Government Enforce		
			Cemetery Laws		
	32 STH Email	1	6 Global History	1	1.000
		2	7 Rice_Indigo_Gullah Culture History	1	1.000
		3	17 Misconceptions of Historical Data	1	1.000
		4	18 Food Related	1	1.000
		1	Traditions	_	1.000
		5	22 African	1	1.000
			Connection	_	1.000
		6	24 Slave Trade	1	1.000
		7	26 Gullah Influence	1	1.000
			Through Out History		
		8	29 Old African	1	1.000
			American Songs		
		9	45 Socio_Economic Impact of People	1	1.000
			Living in the Culture		
		10	57 Economics	1	1.000
	52 SAV	1	7 Rice_Indigo_Gullah	1	1.000
	Email		Culture_History	1	1 000
		2	23 Ignorance of Gullah_Geechee	1	1.000
			Culture_Language		
		3	38 Cultural Preservation	1	1.000
		4	45 Socio_Economic	1	1.000
			Impact of People Living in the Culture		
		5	55 Question of	1	1.000
			Exactly What the Gullah Culture is		
		6	57 Economics	1	1.000
		7	61 Self Identity	1	1.000
L	L	L	1 <u>-</u>	I	·

	8	78 Gullah Curriculum in Schools	1	1.000
	9	80 Congress Should Provide Funds for Research and Recording of	1	1.000
	10	82 Identify Series of Alternatives to Report to Congress	1	1.000
61 STS Comment Form	1	72 Preserve Culture	2	1.000
	2	37 Economic Preservation	1	2.000
	3	101 Recognize and Preserve Communities but dont Limit Their Deve	1	2.000

6. Rankings of keywords by speaker affiliation (organizational group)

The following table gives the keyword rankings by speaker organizational group for the top 10 ranks within organization group.

Keywords by Organization Group Rankings

			KEYWORDS Topics and Themes	FREQ	RANK
Org Group	1 Citizen	1	2 Individual_Family History	39	1.000
		2	31 Educational	25	2.000
		3	38 Cultural Preservation	24	3.000
		4	7 Rice Indigo Gullah	22	4.000
			Culture_History		
		5	48 Cultural Pride	20	5.000
		6	67 Youth Involvement in	20	5.000
			Educational Process		
		7	72 Preserve Culture	18	6.000
		8	3 Area History	17	7.000
		9	65 Community Involvement	15	8.000
		10	10 Land Retention	14	9.000
	2 Government	1	2 Individual_Family History	5	1.000
		2	3 Area History	4	2.000
		3	7 Rice_Indigo_Gullah	4	2.000
			Culture_History		
		4	19 Sites	4	2.000
		5	31 Educational	4	2.000
		6	37 Economic Preservation	3	3.000
		7	38 Cultural Preservation	3	3.000
		8	72 Preserve Culture	3	3.000
		9	80 Congress Should Provide Funds	3	3.000
			for Research and Recording of		
		10	6 Global History	2	4.000
	3 Gullah/Geechee	1	2 Individual_Family History	10	1.000
		2	48 Cultural Pride	8	2.000
		3	14 Gullah Spoken at Meeting	7	3.000
		4	32 Unknown Local History	7	3.000
		5	38 Cultural Preservation	7	3.000
		6	15 Gullah Language	6	4.000
		7	19 Sites	6	4.000
		8	31 Educational	6	4.000
		9	65 Community Involvement	6	4.000
		10	79 Locals Make Book Materials	6	4.000
			More Accurate		
	4 Non Profit	1	2 Individual_Family History	5	1.000
		2	7 Rice_Indigo_Gullah	3	2.000
			Culture_History		
		3	4 Regional History	2	3.000
		4	31 Educational	2	3.000
		5	49 Oral History	2	3.000

	6	67 Youth Involvement in	2	3.000
		Educational Process		
	7	78 Gullah Curriculum in Schools	2	3.000
	8	3 Area History	1	4.000
	9	13 Gullah Storytelling Griot	1	4.000
	10	26 Gullah Influence Through Out	1	4.000
		History		
5 Foundation/Tru st/Council	1	2 Individual_Family History	4	1.000
	2	3 Area History	3	2.000
	3	7 Rice Indigo Gullah	2	3.000
		Culture_History		
	4	39 Architectural Preservation	2	3.000
	5	49 Oral History	2	3.000
	6	97 Many Bi_lingual Gullahs Could be Hired for Project	2	3.000
	7	1 Funeral Customs	1	4.000
	8	5 National History	1	4.000
	9	14 Gullah Spoken at Meeting	1	4.000
	10	15 Gullah Language	1	4.000
6 Society/Commit tee/Project	1	38 Cultural Preservation	5	1.000
000/110/000	2	3 Area History	4	2.000
	3	57 Economics	4	2.000
	4	7 Rice Indigo Gullah	3	3.000
	ļ	Culture History		
	5	23 Ignorance of Gullah_Geechee Culture_Language	3	3.000
	6	24 Slave Trade	3	3.000
	7	32 Unknown Local History	3	3.000
	8	39 Architectural Preservation	3	3.000
	9	45 Socio_Economic Impact of People Living in the Culture	3	3.000
	10	61 Self Identity	3	3.000
7 Other	1	2 Individual Family History	5	1.000
	2	31 Educational	5	1.000
	3	3 Area History	4	2.000
	4	7 Rice_Indigo_Gullah Culture History	3	3.000
	5	19 Sites	3	3.000
	6	32 Unknown Local History	3	3.000
	7	49 Oral History	3	3.000
	8	5 National History	2	4.000
	9	15 Gullah Language	2	4.000

7. Rankings of keywords by speaker gender

The following table gives the keyword rankings by speaker gender.

Keywords by Gender Rankings

			KEYWORDS Topics and Themes	FREQ	RANK
GENDER	1 F	1	2 Individual_Family History	40	1.000
		2	31 Educational	26	2.000
		3	38 Cultural Preservation	26	2.000
		4	3 Area History	22	3.000
		5	7 Rice_Indigo_Gullah Culture_History	22	3.000
		6	48 Cultural Pride	22	3.000
		7	32 Unknown Local History	20	4.000
	8 67 Youth Involvement in Educational Process			18	5.000
		9	72 Preserve Culture	18	5.000
		10	49 Oral History	17	6.000
	2 M	1	2 Individual_Family History	30	1.000
		2	7 Rice_Indigo_Gullah Culture_History	19	2.000
		3	31 Educational	19	2.000
		4	38 Cultural Preservation	16	3.000
		5	3 Area History	15	4.000
		6	67 Youth Involvement in Educational Process	15	4.000
		7	19 Sites	14	5.000
		8	65 Community Involvement	13	6.000
		9	48 Cultural Pride	12	7.000
		10	17 Misconceptions of Historical Data	11	8.000

8. Rankings of keywords by speaker race

The following table gives the keyword rankings by speaker race.

Keywords by Race Rankings

			KEYWORDS Topics and Themes	FREQ	RANK
RACE	1 Black	1	2 Individual_Family History	57	1.000
		2	31 Educational	37	2.000
		3	38 Cultural Preservation	33	3.000
		4	48 Cultural Pride	32	4.000
		5	67 Youth Involvement in Educational Process	29	5.000
		6	7 Rice_Indigo_Gullah Culture_History	27	6.000
		7	3 Area History	26	7.000
		8	32 Unknown Local History	24	8.000
		9	65 Community Involvement	23	9.000
		10	15 Gullah Language	22	10.000
	2 White	1	2 Individual_Family History	13	1.000
		2	7 Rice_Indigo_Gullah Culture_History	12	2.000
		3	3 Area History	11	3.000
		4	38 Cultural Preservation	9	4.000
		5	19 Sites	8	5.000
		6	31 Educational	8	5.000
		7	72 Preserve Culture	7	6.000
		8	65 Community Involvement	6	7.000
		9	32 Unknown Local History	5	8.000
		10	39 Architectural Preservation	5	8.000

List of Appendices

- A. Keywords Data Collection Form 20% Sample
- B. Session agenda for 10% trial run $\frac{12}{16}/2000$
- C. Keywords Data Collection Form 10% Sample
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- E. Speakers List by Location
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A. Keywords Data Collection Form – 20% Sample

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